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ABSTRACT

This study investigated the relationship of language learning strategies use and self-efficacy of high school students learning Chinese, German, Russian, Japanese, and Spanish. Through two questionnaires, The Language Learning Strategies Questionnaire and The Self-Efficacy Questionnaire, researchers were able to collect and analyze data on students' reported use of strategies and self-confidence to address the research question: "Do students who show greater use of language learning strategies perceived themselves to be more effective language learners?" Results revealed that students who reported greater strategy use also perceive themselves as more confident learners. This information provides incentive for teachers to promote strategies use in the classroom as a way of increasing students' self-confidence. Specific conclusions and recommendations include the following: (1) learning strategies should be explicitly taught in a methodical, progressive fashion; (2) strategy use should be considered part of the assessment process; (3) teachers should consider using a framework that incorporates learning strategies into lesson design and instruction; (4) the issue of motivation should be addressed from the first day of class; (5) students themselves should be involved in the process of assessing their work. 3 tables and 5 references are included. (Author/KFT)

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High School Foreign Language Students' Perceptions of Language Learning Strategies Use and Self-Efficacy

ED 445 517

Introduction

This study investigated the relationship of language learning strategies use and self-efficacy of high school Chinese, German, Japanese, Russian and Spanish foreign language students. Through two questionnaires, The Language Learning Strategies Questionnaire and The Self-Efficacy Questionnaire, researchers were able to collect and analyze data on students' reported use of strategies and self-confidence to address the research question: "Do students who show greater use of language learning strategies perceive themselves to be more effective language learners?" Results revealed that students who reported greater strategy use also perceived themselves as more confident learners. This information provides incentive for teachers to teach and promote strategies use in the classroom as a way of increasing students' self-confidence as learners who may then be more ready to take on challenging learning tasks.

Learning Strategies and Motivation: Theoretical Background

Motivation plays an important role in all types of learning, including language learning. Highly motivated students work hard, persevere in the face of difficulties, and find satisfaction in the successful accomplishment of a learning task. Strategies have been linked to motivation and particularly to a sense of self-efficacy leading to expectations of successful learning (Zimmerman & Pons, 1986). The development of an individual's self-efficacy, or level of confidence in successfully completing a task is closely associated with effective use of learning strategies (Zimmerman, 1990).

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Self-efficacy is at the root of self-esteem, motivation, and self-regulation (Bandura, 1992). Self-efficacious learners feel confident about solving a problem because they have developed an approach to problem solving that has worked in the past. They attribute their success mainly to their own efforts and strategies, believe that their own abilities will improve as they learn more, and recognize that errors are a part of learning. Students with low self-efficacy, on the other hand, believe themselves to have inherent low ability, choose less demanding tasks on which they will make few errors, and do not try hard because they believe that any effort will reveal their own lack of ability (Bandura, 1992).

Having access to appropriate strategies should lead students to higher expectations of learning success, a crucial component of motivation. An important aspect in viewing oneself as a successful learner is self-control over strategy use. This type of self-control can be enhanced if strategy instruction is combined with metacognitive awareness of the relationship between strategy use and learning outcomes. Students with greater metacognitive awareness understand the similarity between a new learning task and previous tasks, know the strategies required for successful problem solving or learning, and anticipate that employing these strategies will lead to success (Paris & Winograd, 1990).

Procedures

Identifying Subjects. Subjects for the study were drawn from beginning level high school foreign language programs in the Washington DC/Virginia metropolitan area. Participation was voluntary by both teachers and students. Only students from whom parent permission was obtained were included in the results of the analysis. Table 1 shows the number of students for each language participating in the study.

Table 1.

Learning Strategies and Self-Efficacy Questionnaires	
Language and Level	**Number of Students**
Chinese 1	21
German 1	15
Japanese 1	49
Russian 1	27
Spanish 1	23

Instruments. Questionnaires were developed to elicit students' perceptions of their strategies use and sense of self-confidence. Table 2 summarizes the instruments developed and administered.

Instrument	Administration Dates	Information Collected
Learning Strategies Questionnaire	Spring 1994	Self-reported retrospective types and frequencies of strategies use for different language modalities
Self-Efficacy Questionnaire	Spring 1994	Students' degree of self-confidence in their abilities as language learners

Learning Strategy Questionnaire (LSQ)

The Learning Strategy Questionnaire was used to collect data on the types of strategies students report using and the frequency with which they use them. The format of the questionnaire was modeled on measures previously developed by the researchers to identify students' use of learning

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strategies reflecting strategies use for each of the four modalities: reading, listening, writing, and speaking as well as learning vocabulary. Questionnaires were identical across languages and administered by the classroom teacher with a maximum time of 25 minutes for completion. A set of focal strategies was determined based on student interviews and teacher input with the most frequently mentioned and taught strategies included. Learning strategies were selected to represent the process of planning, monitoring, problem-solving and evaluating for each modality. Students responded to the questionnaire by marking whether they used a strategy *often, occasionally, rarely*, or *never*. Student responses were given numeric values and entered into the computer spreadsheet program Quattro Pro and analyzed using SPSS. Entries were verified by a second researcher for the statistical analysis. (See Appendix A for a copy of the Learning Strategies Questionnaire.)

Self-Efficacy Questionnaire (SEQ)

The SEQ asks students to indicate on a Likert-type scale their level of self confidence in performing language learning tasks in the four modalities (reading, listening, speaking, writing) as well as in learning and remembering vocabulary. For each item students were asked to indicate how sure they were that they could do the task. A sample item for reading is: "Circle the number on the line below that shows how sure you are that could read a text in *language* and figure out the main topic or gist." Response choices were on a scale from 0 to 100 with 0 meaning not sure and 100 meaning completely sure. This instrument is modeled on a similar questionnaire developed by the researchers in the previous study. (See Appendix B for a copy of the Self-Efficacy Questionnaire.)

Questionnaires were identical across languages and administered by the classroom teacher with a maximum time of 25 minutes for completion. A set of focal tasks was determined so that they

ranged from general (e.g., main idea) to more specific (e.g, details). The last item under a modality asked students how sure they were they could do the task in a real life situation. Student responses were given numeric values and entered into a computer spreadsheet program. Entries were verified by a second person for the statistical analysis.

Results. Analysis of the questionnaires revealed that across the languages studied a positive correlation exists between strategies use and self-efficacy. Students who reported a greater frequency of strategies use also perceived themselves as more confident in their language learning abilities. The data was then analyzed for each language. This analysis showed that the LSQ/SEQ correlations were positive for each language with the exception of Spanish level 1. Table 3 reports the coefficients for correlations.

Reported Learning Strategies Use and Self-Efficacy Correlations					
Across Languages	Chinese	German	Japanese	Russian	Spanish
r=.4624 (137) p=.000	r=.6808 (21) p=.000	r=.5447 (15) p=.018	r=.5094 (49) p=.000	r=.5012 (27) p=.004	r=.1809 (23) p=.204

Discussion/Implications.

The study has the following implications for the use of learning strategies in the foreign language classroom. First and most obviously, learning strategies should be explicitly taught in a methodical, progressive fashion. Some students will enter the classroom using appropriate learning strategies, but many will not; strategy use should not be left to chance any more than any other type

of basic knowledge. Even those students who know how and when to apply learning strategies can benefit from thinking about strategies use and learning new strategies. Learning strategies should be integrated into the curriculum, not taught in the abstract. Teachers should explicitly teach strategies and explicitly link them to specific language learning tasks. Teaching strategies explicitly requires that the teacher name, define, model each strategy and explain why and when it is effective. Explicit strategy teaching also requires that the teacher prompts students to think about, talk about, and use appropriate strategies while learning.

Secondly, strategy use should be considered part of the assessment process. Students themselves should be assessed and assess themselves on their use of strategies. The purpose of this is to explicitly link difficulties and successes in foreign language learning to strategies use. Students should not be penalized for using a "wrong strategy," but they must be aware that their use of strategies greatly impacts their language learning.

Third, teachers should consider using a framework which incorporates learning strategies such as previewing, recalling past knowledge, predicting, reviewing, scaffolding, and establishing relevance as a structure for lesson design and instruction.

Fourth, the issue of motivation should be addressed from the first day of class; it is unreasonable to expect that all students in foreign language classrooms actually want to be there, or really know why they are there. The instructor should consider an activity to let students express honestly (if necessary anonymously) why they are in the class and work from there trying to establish relevance and motivating reasons. Instruction, materials, and topics should all be viewed by the teacher not only from the standpoint of what students should know, but how to get them interested in, involved in, and responsible for learning. This might require considering different ways to "skin

the cat." For example, if the teacher wants the students to learn about French culture, s/he might consider getting students involved in determining which aspect of French culture they would like to learn about and the most "fun" ways of doing so. All of this will require careful teacher guidance and support, but can result in far more satisfying lessons.

Finally, in assessing student work, the students themselves should be involved in the process, not simply given a letter grade with little or no feedback. While forcing students to grade themselves is of questionable validity, it is useful to let students report/reflect on how they feel about a piece of work, detailing why they feel the work was or wasn't successful or reflective of effort or ability. This process of evaluation should also include reflection on what the student would do differently on the next similar project. Again, this form of evaluation requires careful teacher planning and guidance and student involvement in assessment from the beginning. However, the benefits of increased student responsibility, involvement, metacognition, and motivation are a manifold return on this investment, both for student and for teacher.

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APPENDIX A

LEARNING STRATEGIES QUESTIONNAIRE FOR GERMAN

Name in English:

Last:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

First:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Date: _____

Teacher's name: _____

Your level of study in German (Circle one) 1 2 3 4 5

Directions: As part of a research project on language learning, we would like you to complete this questionnaire about what you actually do when performing certain kinds of tasks in German.

The questionnaire describes different kinds of tasks you might encounter in your German class. Below each task are statements describing learning techniques, practices, tools, or strategies you might use to help you perform the task.

For each kind of task, read the description. Then read each statement describing possible approaches. Circle one of the options (Never, Rarely, Occasionally, Often) to show how *often* you use the approach described.

The list is not complete, so if you do anything else, please jot it down on the lines provided at the end of each section.

There are no right or wrong answers. There are only answers that tell what you actually do.

Reading German

Reading is a frequent activity you use for learning and using German. You may often read texts such as dialogues, stories, advertisements, and articles in German as part of classwork or on your own.

How often do you do each of the following to help you understand German reading material that is challenging?

R1.I I decide in advance what my reading purpose is, and then I read with that goal in mind.

Never *Rarely* *Occasionally* *Often*

R2. I decide in advance specific aspects of information to look for, and I focus on that information when I read.

Never *Rarely* *Occasionally* *Often*

R3. Before I read, I think of what I already know about the topic.

Never *Rarely* *Occasionally* *Often*

R4. Before reading, I try to predict what the text will be about.

Never *Rarely* *Occasionally* *Often*

R5. While I read, I periodically check whether the material is making sense to me.

Never *Rarely* *Occasionally* *Often*

R6. While reading, I decide whether the information makes sense based on what I already know about the topic.

Never *Rarely* *Occasionally* *Often*

R7. I imagine scenes or draw pictures of what I am reading.

Never *Rarely* *Occasionally* *Often*

R8. I act out the situation described in the reading (for example, using real objects to illustrate and put into context what I am reading).

Never *Rarely* *Occasionally* *Often*

R9. I encourage myself as I read by saying positive statements such as "You can do it."

Never *Rarely* *Occasionally* *Often*

R10. I work with classmates to complete assignments or solve reading comprehension

problems.

Never *Rarely* *Occasionally* *Often*

R11. I use the context, like familiar words, pictures, and the content, to help me guess the meanings of unfamiliar words I read.

Never *Rarely* *Occasionally* *Often*

R12. I identify what I don't understand in the reading, and I ask a precise question to solve the problem.

Never *Rarely* *Occasionally* *Often*

R13. I use reference materials (dictionary, textbook, computer program, etc.) to help solve reading comprehension problems.

Never *Rarely* *Occasionally* *Often*

R14. After reading, I check to see if my predictions were correct.

Never *Rarely* *Occasionally* *Often*

R15. I summarize (in my head or in writing) important information that I read.

Never *Rarely* *Occasionally* *Often*

R16. I rate my comprehension by reflecting on how much I understood what I read.

Never *Rarely* *Occasionally* *Often*

R17. After reading, I decide whether the strategies or techniques I used helped me understand, and I think of other strategies that could have helped.

Never *Rarely* *Occasionally* *Often*

R18. I check whether I accomplished my goal for reading.

Never *Rarely* *Occasionally* *Often*

Other approaches:

_____

_____

_____

Listening to German

You may often listen to people speaking German--your teacher, classmates, and native speakers (in person, on videotapes, and on cassettes), and you want to make sure you understand them.

How often do you do each of the following to help you understand what you hear in German?

L1. I decide in advance what my listening purpose is, and I listen with that goal in mind.

Never *Rarely* *Occasionally* *Often*

L2. I decide in advance specific aspects of information to listen for, and I focus on hearing that information.

Never *Rarely* *Occasionally* *Often*

L3. Before I listen, I think of what I already know about the topic.

Never *Rarely* *Occasionally* *Often*

L4. Before listening, I try to predict what information I'll hear.

Never *Rarely* *Occasionally* *Often*

L5. While I listen, I periodically check whether the information is making sense to me.

Never *Rarely* *Occasionally* *Often*

L6. While listening, I decide whether the information makes sense based on what I already know about the topic.

Never *Rarely* *Occasionally* *Often*

L7. I imagine scenes or draw pictures of what I am hearing.

Never *Rarely* *Occasionally* *Often*

L8. I act out the situation as I hear it (for example, using real objects to illustrate and put into context what I am listening to).

Never *Rarely* *Occasionally* *Often*

L9. I encourage myself as I listen by saying positive statements such as "You can do it."

Never *Rarely* *Occasionally* *Often*

L10. I work with classmates to complete assignments or solve listening comprehension problems.

Never *Rarely* *Occasionally* *Often*

L11.. I use the context, like familiar words, pictures, and the content, to help me guess the meanings of unfamiliar words I hear.

Never *Rarely* *Occasionally* *Often*

L12.. I identify what I don't understand about what I'm hearing, and I ask a precise question to solve the problem.

Never *Rarely* *Occasionally* *Often*

L13. I use reference materials (dictionary, textbook, computer program, etc.) to help solve listening comprehension problems.

Never *Rarely* *Occasionally* *Often*

L14. After listening, I check to see if my predictions were correct.

Never *Rarely* *Occasionally* *Often*

L15. I summarize (in my head or in writing) important information that I heard.

Never *Rarely* *Occasionally* *Often*

L16. I rate my comprehension by reflecting on how much I understood what I heard.

Never *Rarely* *Occasionally* *Often*

L17. After listening, I decide whether the strategies or techniques I used helped me understand, and I think of other strategies that could have helped.

Never *Rarely* *Occasionally* *Often*

L18. I check whether I accomplished my goal for listening.

Never *Rarely* *Occasionally* *Often*

Other approaches:

_____

_____

_____

Speaking German

Part of learning and using German is being able to speak it. In class you may have to answer questions, talk to classmates, give reports and summaries, and give information about yourself. Outside of class you might have conversations with native speakers and friends.

How often do you do each of the following to help yourself speak German?

S1. I decide my goal for speaking by thinking about what I want to communicate.

Never *Rarely* *Occasionally* *Often*

S2. I think about what information is most important to the listener so I can focus on it.

Never *Rarely* *Occasionally* *Often*

S3. Before speaking, I think of what I know about the topic.

Never *Rarely* *Occasionally* *Often*

S4. Before I start speaking, I brainstorm words and phrases I can use when talking.

Never *Rarely* *Occasionally* *Often*

S5. I try to figure out if I'm not making sense to the listener so I can correct myself.

Never *Rarely* *Occasionally* *Often*

S6. I focus on topics that I know how to talk about, and I use language structures I am familiar with, so that others can understand me.

Never *Rarely* *Occasionally* *Often*

S7. I practice talking about things that relate to my own life and personal experiences.

Never *Rarely* *Occasionally* *Often*

S8. I imagine or draw a picture or situation that I want to talk about to help guide me when I'm speaking.

Never *Rarely* *Occasionally* *Often*

S9. I use real objects or act out the situation to illustrate and put into context what I am talking about.

Never *Rarely* *Occasionally* *Often*

S10. I increase my confidence level by encouraging myself.

Never *Rarely* *Occasionally* *Often*

S11. I work with classmates to practice speaking German.

Never *Rarely* *Occasionally* *Often*

S12. If I don't know how to say something, I substitute what I do know how to say.

Never *Rarely* *Occasionally* *Often*

S13. If I don't know how to say something, I ask a more proficient speaker how to say it.

Never *Rarely* *Occasionally* *Often*

S14. If I don't how to say something, I look it up in reference materials (dictionary, textbook, computer program, etc.).

Never *Rarely* *Occasionally* *Often*

S15. After speaking, I think about whether the words & phrases I brainstormed helped the listener understand me.

Never *Rarely* *Occasionally* *Often*

S16. I mentally or verbally summarize what I've just said to see if makes sense.

Never *Rarely* *Occasionally* *Often*

S17. After I speak, I rate how well I did.

Never *Rarely* *Occasionally* *Often*

S18. I assess whether the strategies I used for speaking helped me, and I think of other strategies that could have helped.

Never *Rarely* *Occasionally* *Often*

S19. I check whether I have accomplished my goal in communication.

Never *Rarely* *Occasionally* *Often*

Other approaches:

_____

_____

_____

VOCABULARY LEARNING STRATEGIES QUESTIONNAIRE FOR GERMAN

Name in English:

Last:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

First:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Date: _____

Teacher's name: _____

Your level of study in German (Circle one) 1 2 3 4 5

Directions: As part of a research project on language learning, we would like you to complete this questionnaire about what you actually do when you are studying German vocabulary.

The questionnaire lists statements describing learning teachniques, tools, or strategies you might use to help you remember vocabulary.

Read each statement describing possible approaches, and circle one of the options (Never, Rarely, Occasionally, Often) to show how often you use the approach described.

This list is not complete, so if you do anything else to study and remember German vocabulary, please jot it down on the lines provided at the end.

There are no right or wrong answers. There are only answers that tell what you actually do.

Learning vocabulary in German

Learning new words is a major part of learning German. You have to learn vocabulary given to you by your teacher and in the textbook. You might also learn words that you want to know.

How often do you do each of the following to help you learn new words and phrases in German?

V1. As I think about a German word, I imagine or draw a picture of the object/idea the word represents.

Never *Rarely* *Occasionally* *Often*

V2. I think of something or someone in my life that the word reminds me of, and I remember that connection when I need to recall the word.

Never *Rarely* *Occasionally* *Often*

V3. I make a point of learning words that relate to my life.

Never *Rarely* *Occasionally* *Often*

V4. I group words that are similar or are related in some way.

Never *Rarely* *Occasionally* *Often*

V5. I hold or point to an object that the German word represents while thinking or saying the word.

Never *Rarely* *Occasionally* *Often*

V6. I think of an English word that looks or sounds like the German word, and I think about how the meanings are related.

Never *Rarely* *Occasionally* *Often*

V7. I look for structural rules (prefixes, suffixes, roots, etc.) that give clues to the word's meaning.

Never *Rarely* *Occasionally* *Often*

V8. I think of an English word that sounds like the German word, AND I get a picture in my mind to link the meanings of the English and German words. (Example: When studying "motorrad," you might think of the English words "motor" and "rod." To remember "motorrad" means "motorcycle," you might imagine a rod with a motor attached to it.)

Never *Rarely* *Occasionally* *Often*

V9. I review new words with a classmate.

Never *Rarely* *Occasionally* *Often*

V10. I test myself to see if I have learned the words.

Never *Rarely* *Occasionally* *Often*

Other approaches:

_____

_____

_____

APPENDIX B

RATING YOUR LANGUAGE LEARNING CAPABILITY FOR CHINESE

Name in English:

Last:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐

First:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Date: _____

Teacher's name:_____

Your level of study in Chinese (Circle one) 1 2 3 4 5

How confident are you about learning and using Chinese? Reading, listening, and speaking are activities you do to learn and use Chinese. This questionnaire describes different kinds of tasks you might do in Chinese. For each kind of task, you are going to rate how sure you are that you could work on a language task *like the one described* and do what you are supposed to do in a reasonable amount of time.

The rating scale goes from 0 to 100. Marking a higher number means you are more sure that you could do the activity, while marking a lower number means you are less sure that you could do it. Please mark how you *really* feel about your capability to do a language task like the one described.

There are no right or wrong answers. There are only answers that tell how you actually feel.

Reading Chinese

Reading is a frequent activity you use for learning and using Chinese. You may often read texts such as dialogues, stories, and advertisements in Chinese as part of classwork or on your own.

Circle the number on the line below that shows <u>how sure you</u> are that you could read a text in Chinese and...

R1. **...figure out the main topic or gist.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

R2. **...answer questions about very specific information.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

R3. **...figure out the meanings of words or phrases you don't understand.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

R4. **...retell in English what you read.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

R5. **...use a Chinese text to accomplish a task in real life (e.g., read a menu to order a meal).**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

Listening to Chinese

You may often listen to people speaking Chinese--your teacher, classmates, and native speakers (in person, on videotapes, and on cassettes), and you want to make sure you understand them.

Circle the number on the line below that shows <u>how sure you are</u> that you could listen to Chinese and...

L1. **...understand the gist of what you hear.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

L2. **...understand details.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

L3. **...figure out the meanings of words or phrases you don't understand.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

L4. **...retell in English what you heard.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

L5. **...use the information heard in Chinese to accomplish a task in real life (e.g., understand directions to a train station).**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

Speaking Chinese

Part of learning and using Chinese is being able to speak it. In class you may have to answer questions, talk to classmates, and give information about yourself. Outside of class you might have conversations with native speakers and friends.

Circle the number on the line below that shows how sure you are that you could speak Chinese and...

S1. **...communicate the main point(s) of what you want to say.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure | Somewhat unsure | Kind of sure | Very sure | Completely sure

S2. **...give supporting details and explanations at a listener's request.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure | Somewhat unsure | Kind of sure | Very sure | Completely sure

S3. **...solve communication problems when you don't know how to say something or when the listener doesn't understand.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure | Somewhat unsure | Kind of sure | Very sure | Completely sure

S4. **...know whether the listener is understanding you correctly.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure | Somewhat unsure | Kind of sure | Very sure | Completely sure

S5. **...accomplish a task in real life (e.g., asking the price of an item in a store).**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure | Somewhat unsure | Kind of sure | Very sure | Completely sure

Learning Vocabulary

Learning new words is a major part of learning Chinese. You may have to learn vocabulary given to you by your teacher. You might also learn words that you want to know.

Circle the number on the line below that shows how sure you are that you could have a list of Chinese vocabulary words like you have in class and...

V1. **...learn what each word means.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

V2. **...use each word correctly in a sentence.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

V3. **...hear or read sentences with these words and understand the meaning of the sentences.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

V4. **...remember the meaning of each word a month later.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure

V5. **...understand or use the word in a real life setting.**

0-------10-------20-------30-------40-------50-------60-------70-------80-------90-------100

Not sure — Somewhat unsure — Kind of sure — Very sure — Completely sure